DOCUMENT RESUME

ED 224 603 PS 013 274

TITLE A Guide for the Kindergarten Teacher.
INSTITUTION Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
PUB DATE 82
NOTE 35p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Development; Early Childhood Education; *Educational Objectives; *Educational Philosophy; Guidelines; *Kindergarten; School Schedules; Teacher Effectiveness
IDENTIFIERS *Detroit Public Schools MI

ABSTRACT

Intended to assist kindergarten teachers and others interested in the kindergarten programs of the Detroit, Michigan, public schools, this guide briefly discusses the practices and philosophy underlying the existing program. Specifically, the guide introduces the kindergarten curriculum areas (which consist of language and physical development, science, music, social studies, mathematics, and art), outlines kindergarten objectives, and describes use of the Detroit Objective Referenced Testing Program at the kindergarten level. In addition, the guide provides teachers with directions for informal observation of children's reading readiness, details the kindergarten schedule, and specifies the qualities of an effective kindergarten teacher. Finally, a bibliography of books and articles relevant to early childhood education is included. (MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224603

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

DETROIT PUBLIC SCHOOLS

DIVISION OF EDUCATIONAL SERVICES
OFFICE OF CURRICULUM AND STAFF DEVELOPMENT
DEPARTMENT OF CURRICULUM DEVELOPMENT AND SERVICES
EARLY CHILDHOOD EDUCATION

A GUIDE FOR THE KINDERGARTEN TEACHER

PS013274

THE BOARD OF EDUCATION OF THE CITY OF DETROIT
1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Detroit Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CENTRAL BOARD OF EDUCATION MEMBERS

George Bell, President
Clara W. Rutherford, Vice President
Mary Blackmon
Cecil McFadden
Ida Murray
Gerald J. O'Neill
Gloria C. Cobbin, Region 2
Carolyn B. Kennedy, Region 3
George L. Vaughn, Region 4
Harold D. Murdock, Region 5
Joan Gacki, Region 6
Rose Mary Osborne, Region 7
Alonzo W. Bates, Region 8

LEWIS E. ELLIS, DIVISION DIRECTOR
DEPARTMENT OF CURRICULUM DEVELOPMENT AND SERVICES

MARVIN GREENE, ASSISTANT SUPERINTENDENT
OFFICE OF CURRICULUM AND STAFF DEVELOPMENT

MELVIN CHAPMAN, EXECUTIVE DEPUTY SUPERINTENDENT

ARTHUR JEFFERSON, GENERAL SUPERINTENDENT OF SCHOOLS

DETROIT PUBLIC SCHOOLS

TABLE OF CONTENTS

Preface iii

Philosophy 1

Curriculum Areas 2

Kindergarten Objectives 14

DORT (Detroit Objective Referenced Testing Program) 19

Directions for Informal Observation 23

The Kindergarten Day 24

The Effective Kindergarten Teacher 25

Biblography 27

PREFACE

This guide is presented in the belief that it will be of aid to kindergarten teachers, and that it will serve as a source of information for all who are interested in the kindergarten program of the Detroit Public Schools.

In general, this bulletin is illustrative of current philosophies of education that recognize that the young child of today is ready and eager for new experiences in learning. Through the use of the material herein presented, it is hoped that teachers will be challenged to meet the needs of their individual groups through formal, informal, cooperative, and creative enterprises.

Grace O'Neal, Supervisor
Kindergarten Curriculum Project

Arthur M. Enzmann, Director
Early Childhood Education

Special appreciation must go to the teachers whose names are listed for their contributions.

Gladys Alexander
Lauretta Baldwin
Johnie Bridges
Geraldine Bryant
Margaret Comstock
Mary R. Gray
Patsie Jay
Christine Kaminski
Alice Middlebrooks
Delores Nance
Jane O'Holloran
Mary K. Piper
Margaret Pringle
Buenya Pykes
Lois Scott
Shirley T. Smith
Rosalie Trent
Debra Walls
Gladys Zate

THE KINDERGARTEN PHILOSOPHY OF THE DETROIT PUBLIC SCHOOLS

Literally translated, the word kindergarten means a "garden of children." Let us, as teachers, view the children whose intellectual growth has been entrusted to our care as flowers in a garden. Some are in full bloom; some are just beginning to bud; some are struggling to grow. We must accommodate these varied stages of development by selecting and adapting instructional materials to fit all needs so that every child achieves success. It is our responsibility to accept each child at his/her own level of achievement and through individual nourishment allow him/her to progress as far as his/her capabilities will allow.

"Kindergarten shall give them employment suited to their nature, strengthen their senses, employ their waking minds, make them acquainted judiciously with nature and society, cultivate especially the heart and temper, and lead them to the foundations of all living - to unity with themselves."

Friedrich Froebel, 1840

In kindergarten our goal is to help each child to be happy, well-adjusted and secure in his/her school life. The curriculum presents experiences in related areas of interest since the greatest quality of learning comes when ideas are associated. The kindergarten curriculum areas consist of language and physical development, science, music, social studies, mathematics and art.

PHYSICAL DEVELOPMENT

An important part of the kindergarten program is the area of physical development. Physical development as it is used in this publication, is the development and control of the different muscles of the body. This area is divided into two parts, the gross and fine motor movements.

Gross motor movements involve the development and coordination of large muscles. Gross motor activities would include walking, running, skipping, etc.; fine motor movements involve the development and coordination of small muscles. Fine motor activities would include buttoning, cutting, manipulating small objects, using crayons/pencils, etc. In developing control over the different muscles of the body, children gain muscular strength and coordination.

Physical development is essentially a "coming to know" through one's own body movement, for a child learns to move as (s)he moves to learn and this movement is key to developing a "sense of self."

In kindergarten we value outdoor play for its role in building self-confidence, attitudes about self, and developing large motor skills. Children build self-confidence through muscles, especially the large ones,

and to use their abundant energy. Opportunities must be given for continued practice to develop coordination and mastery of a variety of activities and skills because the confidence and staisfaction that follow mastery of one's body gives a child a feeling of well-being and adequacy as a person.

An interesting fact about the motor development of the kindergarten child is that this development is not a reliable indicator of his/her mental ability. Generally speaking, motor development depends on chronological age or maturation, and only in part on practice and mental ability. Therefore, carefully planned activities, as well as time for free exploration of movement and objects, are an important part of the child's learning experiences. For the above mentioned reasons, the area of physical development is considered a vital part of the kindergarten program.

FINE ARTS

Drama

Drama is an art that encourages the emergence of the inner self and involves group interaction. Drama provides opportunities for listening, imagination, sharing of experiences, and body communication. "Acting out" is really understanding what has been said and aids the child in internalizing language.

The main purpose for the incorporation of drama in the kindergarten program is to promote language growth, using it as a vehicle for make-believe and realism. Dramatic and creative play, active games, examining the environment through all the senses and attaching words to these experiences can provide the language and concept development needed to facilitate reading.

In dramatic play children imitate adults, reverse roles that are usually taken and play out real life roles which reflect their own relationships and experiences. They can express pressing needs, release unacceptable impulses, work out problems and experiment with solutions. While drama is a form of expression for the kindergartener, it also provides invaluable insights into the child's personality for the teacher.

Visual Arts

Early art experiences in school can play a vital role in the creative development of the child. They provide another dimension to the educational program: the personal dimension of feeling, sensitivity, and expression. In kindergarten we specifically seek to involve the young child in developing awareness, perceiving the world (s)he lives in, reacting to what (s)he sees and feels, and interpreting his/her ideas and concepts through a variety of visual materials.

All young children have the potential for creative expression. To them, art is more than a matter of painting pictures or constructing objects; it is a means of expressing their individuality, a way of communicating ideas about themselves and their environment. Since no two children are alike in their creative activities, their art expressions will be unique. Each child's work will look different from that of any other child. There is no value in stereotyped copy work for it blocks the development of the child's creative powers and often makes him/her dissatisfied with his/her own efforts.

The teacher's respect for the uniqueness of each child's expression of art helps build self-confidence and furthers natural growth. The kindergarten teacher fosters an atmosphere that will give the child the best means to create art out of his/her own ideas and experiences.

In the area of visual arts, children are encouraged to participate to their fullest. Making and creating a form with which they are pleased, the children's work from the very beginning represents what can be produced with their hands. Children are proud of their work and the kindergarten teacher displays and presents it properly, as (s)he realizes that it is not the end result that is important, but the organization, the colors, the different media, the total experience.

The primary objective of art in the kindergarten program is to aid in the emotional, intellectual and social growth of each child. Through creative artistic experiences we assist students as they gain insight into the nature of artistic acts, develop artistic skills and express themselves freely. Individuality and honesty of expression give child art one of its deepest values. Given the right kind of guidance and encouragement, children will find pleasure and satisfaction in art activities.

Music

Music is an integral part of the total kindergarten experience, and is part of the total living experience which fosters personal and artistic growth.

The music experience is such that it may be displayed openly or spontaneously by a kindergartener; therefore, it becomes a personal and different experience for each child. It is the child's own interpretation that is most important.

Young children exhibit a natural responsiveness to music and may be easily led into a new and fascinating world of sight and sound by means of their physical, emotional and intellectual responses. There is much similarity in the spontaneity of their enjoyment of music and their ability to use it for the expression of a mood or feeling they cannot

verbalize. As a means of communication, then, for emotional release, self-expression, pleasurable activity, and quiet listening, music makes learning possible for young children in a highly personal, immediate, and direct manner which no other discipline can offer in exactly the same way.

There is a place for all kinds of music in the life of a child, and each kind plays a part in his/her musical development as an individual. Through music the child also expands his/her general educational horizons, gaining knowledge of his/her own cultural heritage and an understanding of other peoples in other times and places.

As one of the many areas of human endeavor, music can be taught most quickly to children in early childhood through games and play. This is because desire is the key to learning, and the irresistable method of total class participation and involvement in games, rhymes, body movements and chants, most efficiently capitalizes on this desire during the kindergarten year.

Most kindergarten children like to sing, and kindergarten groups do sing many times during the day. Songs emerge during handwork activities, at playtime, during games, anywhere children are with each other or with teachers.

Songs sometimes begin with chants, "snatches" or ideas in association, as well as with planned activities at singing time. The piano used thoughtfully is usually one's preference, but rhythm instruments, good records, and the human voice have excellent possibilities.

We like variety. Just as music and ideas are flexible, children and teachers are flexible. Children sing best when they can "feel," can dramatize; they like to sing a solo or be part of a chorus; they will guess a riddle or answer a question. When one inventories the concepts that are built while singing, it is realized that singing time is more than a period of memorization and socializing.

MATHEMATICS

Mathematics concepts are not isolated ideas that develop independently of all of the other relationships that a child creates and coordinates. Concepts are interrelated and support one another to increase the development of the child's mathematical understanding and thus lead to successful interaction with his/her environment.

Kindergarten children must be provided a mathematics program which will not only develop a positive and natural attitude towards mathematics, but also direct the sequential development of basic understandings and skills.

The program should always develop a skill or concept to its logical conclusion by moving through a series of small steps, beginning with readiness for the development of that skill and progressing through the concrete to the abstract.

The kindergarten teacher should bear in mind two basic principles involved in the teaching of mathematics; 1) in introducing a new concept or skill, one proceeds from the social and concrete skill, one moves from the simple to the complex in easy stages and works for mastery before moving ahead. As the teacher introduces concepts, (s)he remembers that children learn well through observation.

Even though the realities of modern life continue to change the "what", "how", and "when" of subjects being taught in the classroom, through all the changes, mathematics, even for the very young remains essentially a "problem-solving" subject. Good problem situations should be planned which are interesting to the child, allow for different levels of solution and the situation in which the problem occurs should involve real objects or simulations of real objects.

It should be remembered, however, that the relationship between teacher and child is still an important determinant of the child's performance in any curriculum area.

SCIENCE

Children at the kindergarten level are beginning to develop the concepts of number, relationships, processes, etc. Kindergarten teachers are aware of this stage of development as they expose children to many scientific facts and generalizations in the day-to-day science curriculum. Simpel, first-hand experiences in all areas of science should be provided to awaken children's interests in both the natural and physical environment and to allow them to explore this environment with all of their senses.

The kindergarten may be the first place where interesting and exciting things happen to some children, and where they have experiences which help them to explore the world around them. The kindergarten child has a need for individual encouragement and guidance to investigate on his/her own, things (s)he sees, smells, feels, tastes, hears and touches.

Young children have a natural curiosity that should be nurtured. They want to explore. Within reasonable limits, they should be encouraged and guided to answer their questions about objects and phenomena in the environment.

The science program should be characterized by learner involvement with the materials of science. By means of carefully planned learning experiences, materials can be examined, investigated and manipulated by assisting the teacher, by working cooperatively in groups or by working independently.

The relationship between learning in science to the development of language and mathematics skills is summarized in a statement which appears in the preface of Kindergarten Science Experience Units, 1980, Mathematics and Science Education:

> "The current thrust toward improving competencies of pupils in reading and mathematics may result in less teaching in other curriculum areas, including science. Yet, science is one subject which affords maximal opportunities for the teaching of reading and mathematics skills in a manner consistent with learning theory as it applies to early childhood development."
>
> "Such theory highlights the use of the senses in learning. It emphasizes the fact that in young children the tactile sense is more actual than are sight and hearning. Thus, it is imperative to provide experiences with concrete objects that can be explored by the senses. Such experiences foster the development of processes essential for learning in the areas of language arts and mathematics."

SOCIAL STUDIES

In general terms, social studies is concerned with human relationships. In kindergarten, in particular, social studies is concerned with the development of an awareness in children of who they are within this framework of human relationships. Instruction in this area helps children understand the organization and the purposes of people who live in social groups as well as the working of the social institutions people have created.

At the kindergarten level, social studies instruction is designed to help students begin to acquire basic information, understandings and attitudes about the world, its peoples, factors involved in dealing with the problems of everyday life and their own particular relationships to these factors. It fosters in children a sense of responsibility toward the group of which they are a part as they begin to grasp their own roles within the group.

The children investigate cooperation and interdependence within the three groups to which they belong: family, school, and community; and begin to examine and understand the roles, relationships and interdependence of others in other cultures. The kindergarten teacher plans activities which will assist youngsters in developing into citizens who can identify themselves as worthwhile members of society and understand their obligations and responsibilities in the social order. Here, also, the importance of building positive self-concepts in young children is emphasized, for children learn who and what they are by their interactions with important people in their environments.

The formation of concepts in young children is most important to the social studies program for this development is essential to the formation of positive attitudes in young children. A child's self-concept has great influence upon his/her success in the school environment, therefore, concept formation and the development of a positive self-concept are all interrelated.

A social studies program in the kindergarten must be concerned with the total development of the child.

LANGUAGE ARTS

"Words are tools in the process of thought and in the communication of thought. For the young child their meaning is built through experiences and association."

Muriel Ward
Young Minds Need Something to Grow On

A child's environment is language centered. The development of language is the primary function of the early school years. An effective language arts program includes listening, speaking, handwriting and readiness for reading which are all inter-related and inter-dependent upon one another. Language involves the ability to perceive sounds of words and associate meanings with those sounds. Listening is a medium of receiving meanings. Speaking is a medium of expressing meanings which allows us to share our ideas and experiences with others.

The kindergarten language arts program presents concepts in a variety of ways and with a variety of materials to enhance learning. It includes many activities to enrich the child's vocabulary, for as vocabulary is extended and expanded the beginning of a foundation for reading is formed. The program includes an introduction to literature and provides many opportunities for youngsters to use various materials which strengthen muscular coordination. A variety of experiences for understanding the written word are also included.

Individual needs of each child are also addressed in the program for it is recognized that these needs are anchored in the physical, social, intellectual and emotional realms. This can only be accomplished in an informal, attractive, warm, relaxed and positive environment in which a child is permitted to adjust to groups; where interests are nourished and

curiosity is stimulated; where the way is paved for limitless worthwhile experiences; where the child is encouraged and motivated to be creative. These needs must be met through a variety of enrichment activities and materials which will facilitate learning without exerting undue pressure upon the child. In this atmosphere the gifted child can also extend his/her skills as well as the underachiever. Learning opportunities should be characterized by variety in methodology.

Young children need to be good listeners, for during these formative years listening habits are developed that will largely persist throughout life. The kindergarten teacher has learned the value of being a good listener and believes that it is necessary to teach children to listen politely, critically and with intelligent understanding.

Pre-handwriting activities should be provided for children who are not yet ready for formal instruction, and careful beginning instruction for those who are ready. Six skill areas should be included: small muscle development, eye-hand coordination, the proper handling of a writing tool, basic strokes, letter perception and orientation to the printed page.

Because learnings are multiple, the teacher can plan to teach with greater ease and effectiveness if (s)he plans a program in which the language arts are integrated throughout every facet of the daily program. This will ensure a firm foundation in the concepts which children will ultimately use throughout their lives.

SOCIAL/EMOTIONAL DEVELOPMENT

The needs of a group of kindergarten children often depend upon the fluidity of the community and the socio-economic background of the children. However, there are certain basic needs which must be considered in a kindergarten curriculum.

Every child needs social and emotional development in adjusting to the group, getting along with others, evaluating actions and accepting suggestions. Each child needs an opportunity to be a member of a group, express individual rights, accept responsibility and think independently.

Each teacher arranges activities which will meet the basic needs of the pupils. An atmosphere is created in the room conducive to the social growth of the child with many opportunities for each child to explore the environment and broaden interests. The kindergarten teacher also plans for a variety of experiences so that the children may acquire habits, skills and attitudes necessary for future learning.

In kindergarten the social growth of the children develops as they learn more about living harmoniously with others, discovering and developing what is best in themselves . . . . . and having the powers of their minds released.

KINDERGARTEN OBJECTIVES

Subject Area 1: PHYSICAL DEVELOPMENT

Gross Motor

1. When provided with appropriate music, the child will jump, run and skip in rhythm to simple tunes.
2. Upon request, the child will, using both hands catch: a 10" bounced ball, a 10" thrown ball.
3. Upon request, the child will walk the length of a balance beam (or a 10 foot taped line) without assistance.
4. The child will walk unaided with proper balance, coordination and a smooth even gait.

Fine Motor

1. When provided with scissors and copies of a 2 inch circle, square, and triangle, the child will cut out these shapes within 1/8 inch of the shape outline.
2. When provided with models the child will copy the following geometric shapes: circle, square, triangle, diamond.
3. The child will demonstrate the ability to manipulate small objects: string beads, place pegs in pegboards, assemble puzzles.
4. Upon request, the child will button front buttons, snap front snaps and zip a front zipper.

Subject Area 2: FINE ARTS

Drama

1. When told a story, the child will take part in a reenactment.

Visual Arts

1. When a variety of two-dimensional media such as paint, crayons, finger paint, etc., is offered, the child will produce pictures she/he can describe.

2. When working with three-dimensional media such as clay or dough, the child will make figures or objects.

Music

1. When given samples of high and low notes, the child will tell whether or not the produced tone is high or low.

2. When listening to music, the child will demonstrate the ability to respond rhythmically and associate music with creative movement.

3. When clapping or using rhythm instruments, the child will repeat a very simple rhythm, individually and in a group.

4. When familiar music is played, the child will participate in group singing.

Subject Area 3: MATHEMATICS

1. When given a set of objects or pictures varying in color, shape or size, the child will classify the objects according to the attributes as requested.

2. When given directions, the child will count by rote to 20 upon request.

3. When shown the numerals up to 10, randomly and one at a time, the child will correctly name the numeral.

4. When given the numerals 0-10 in random order, the child will place them in correct sequence.

5. When given the numerals 0-10 and a corresponding number of objects, the child will match the numeral with the set of objects upon request.

6. When given pictures of the following shapes, the child will recognize and name them: circle, square, triangle, rectangle, oval, star, heart and diamond.

Subject Area 4: SCIENCE

1. When presented with pictures depicting the five senses: taste, touch, sight, hearing, smell, the child will be able to match the correct picture with the proper sense.

2. When shown pictures of cats, dogs, flowers, balls, blocks and toys, the child will be able to distinguish between living and non-living things.

3. Using manipulative materials, the child will sort by the following characteristics:

    a. Items which are attracted and not attracted by a magnet

    b. Items which sink and float in water

4. Using animal pictures the child will identify zoo and farm animals.

5. When given seasonal pictures depicting the four seasons (summer, fall, winter, spring), the child will sort the pictures correctly into four seasons.

Subject Area 5: SOCIAL STUDIES

1. When shown pictures of community persons listed below and asked about their functions, the child will verbally explain those functions: doctor, nurse, grocer, police officer, dentist, teacher, fire fighter, mail carrier, mechanic, farmer.

2. When shown pictures of foods, the child will identify categories of foods. Example: fruits, vegetables, meat.

3. When shown pictures of various facial expressions the child will select the expression that best represents happiness, sadness, anger and fear.

4. When shown a picture of a traffic light, the child will verbally state what each color represents.

Subject Area 6: LANGUAGE ARTS

1. When shown samples of red, yellow, blue, purple, green, brown, black, orange, pink, gray and white, the child will correctly name the colors.

2. When shown four symbols one of which is different, the child will demonstrate the ability to discriminate by pointing out the one which is different.

3. When shown the following parts of the body, the child will name them: chin, elbow, forehead, wrist, knee, ankle, heel, waist.

4. When given a series of verbal directions, the child will demonstrate his/her ability by following the directions.

5. When given the following directional and positional words, the child will demonstrate an understanding of the concepts: over, above, in, out, top, behind, front, back, under, beside, forward, backward, next to, between, middle, bottom.

6. The child will demonstrate verbal fluency by conversing, describing, sharing experiences, and asking questions verbally in the classroom and in social settings.

7. The child will demonstrate the ability to give personal data, by responding correctly verbally upon request: first/last name, age, address, birthdate.

8. When presented with upper and lower case letters in random order, the child will correctly name twenty-six (26) upper and twenty-six (26) lower case.

9. When presented with pictures of three or more items of classes, the child will classify them functionally or abstractly, i.e., a shovel and hammer do work and are tools.

10. When a pair of one syllable words which are alike and/or different are presented both auditorally and depicted visually, the child will indicate if the words are alike or different.

11. When given a word, the child will select from a group of pictures the one whose name rhymes with the word presented.

12. When given a word orally, the child will identify from a group of pictures the one which begins with the same sound.

13. The child will demonstrate an understanding of sentence meaning by marking the appropriate picture upon request.

14. The child will demonstrate the ability to retell a simple story.

SOCIAL/EMOTIONAL DEVELOPMENT

1. When participating in classroom activities, the child will assume responsibilities.

2. When adjusted to group situations, the child will respect rights of others.

3. The child will listen while others are speaking.

4. When actively participating in a group, the child will show willingness to share.

5. When a stable, good balance has been achieved the child will control emotions.

6. As part of the development of responsible behavior, the child will adjust to new situations.

7. As part of the development of responsible behavior, the child will accept suggestions.

8. When expressing him/herself verbally, the child will use a controlled voice in the classroom.

DORT-A SYSTEMS APPROACH TO READING

The Detroit Objective Referenced Testing Program (DORT) at the kindergarten level allows teachers to diagnose specific needs of our students and provides specific instructional strategies to match each student's deficiencies.

DORT is designed to complement the current curriculum and is a city-wide program, so students who transfer from one school to another may still continue their individual progress. The teachers will know exactly what instruction each student has received and what kind of instruction (s)he will need next.

Systems approach is simply another way of saying "being organized." It means teaching and managing according to a step-by-step plan that begins with a complete set of objectives for meeting an overall goal. Test items designed to correlate with the program objectives are administered to the pupils and pupil progress is recorded on an individual pupil profile.

A set of teaching ideas, strategies and activities are included in the program for the teacher and can be used in all areas of the kindergarten curriculum.

The kindergarten teacher:

Records the objectives each student has achieved and notes the ones which still need to be taught.

Organizes instructional periods and groups to comply with these needs.

Selects materials appropriate to each group of students.

After instruction, observes and tests to determine if students have achieved the objective. If so, this

information is recorded on the individual pupil profile. If not, material is retaught. It is an on-going process throughout the school year.

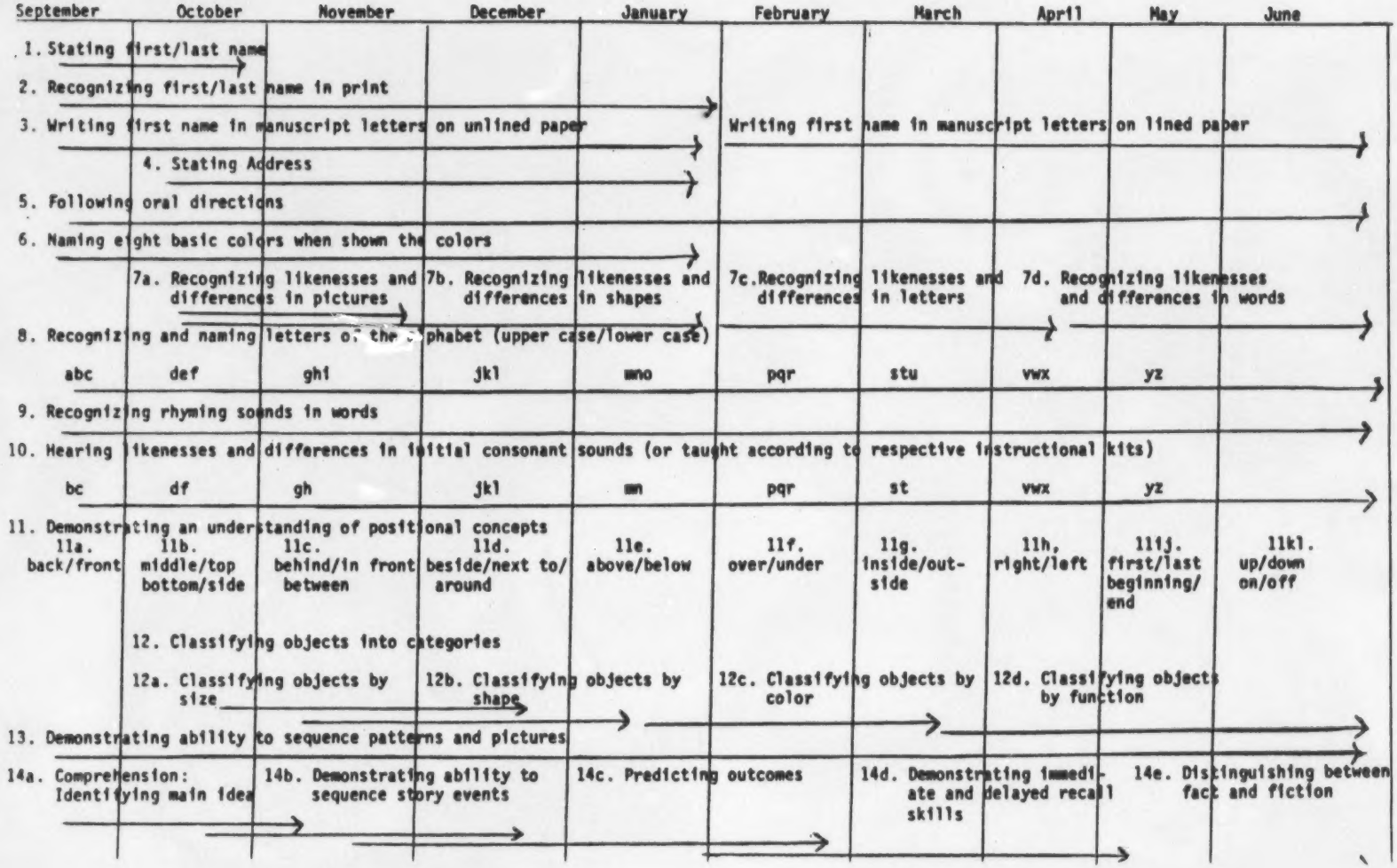
At the end of the school year, the individual pupil profile is forwarded to the student's receiving teacher in the Form #80 folder.

DORT Kindergarten Program Materials:	CODE
Kindergarten Objective Referenced Test 5-516	941104 pkg/35
Manual, Kindergarten Objective Referenced Test 5-515	941096 each
DORT Concept Cards 3204	882647 set 11
Individual Pupil Profile 3208	882753 pkg/35

SUGGESTED GROUP PROFILE
OF DORT KINDERGARTEN OBJECTIVES

NAME	OBJECTIVE NUMBER													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14

SEQUENTIAL DEVELOPMENT OF KINDERGARTEN DORT PROGRAM OBJECTIVES



DIRECTIONS FOR INFORMAL OBSERVATION

The following areas of reading readiness do not lend themselves to formal or informal testing. For this reason, it is suggested that the teacher determine the degree of success or achievement by observing the child as (s)he evidences such behavior in the classroom situation:

Recognizes The Difference Between His/Her Left and Right Hand:

The child is able to hold his/her right or left hand out as directed.

Speech:

Does (s)he stay on the subject being discussed? Can (s)he provide pertinent additions/comments? Does (s)he speak with fluency free of "baby talk?"

Reads Simple Experience Stories:

Is (s)he able to read stories dictated by the total class or his/her own dictated stories?

Recognizes Many Words:

Does (s)he read words or names of objects?

Gives Attention for 5-10 Minutes:

Can (s)he listen attentively while books are being read aloud?
Does (s)he listen to adults and other children who are speaking to the entire group ("Show and Tell", for example)?

Desire to Read:

Does (s)he look at pictures in books during free time?
Does (s)he evidence interest in learning to read words?

Work Study Habits:

Can (s)he complete simple tasks independently?
Can (s)he stick to a task for 5 or more minutes?
Does (s)he cooperate as a member of a group?

THE KINDERGARTEN DAY

Learning for the five year old takes place within the framework of group living and interaction with others. Therefore, the teacher has the responsibility of providing a child-oriented environment in which learning is 1) challenging, 2) appropriate to the child's stage of development, 3) satisfying and, 4) of assistance in building good foundations for future years.

Because academic beginnings are equally as important, a child's natural insatiable curiosity must be stimulated and nourished through careful long-range, seasonal, daily and even monetary planning.

Planning in the kindergarten includes schedule flexibility in which a teacher is not bound by clock-time. (S)he must be aware of "child signs" which help to guage length and pace of daily activities.

Sample Teaching Schedule
Time Allotment For Kindergarten

15 minutes - Conference - Daily (activities to include attendance, calendar, self-image, etc.)

40 minutes - Pre-Reading and math activities - Daily

10 minutes - Lavatory

30 minutes -

Monday	Tuesday	Wednesday	Thursday	Friday
Music	*Supervised Play	Music	Physical Development (Health)	Supervised Play

*Supervised Play - Toys, games, small muscle activities

30 minutes - Independent and directed activities - Monday, Wednesday, Friday
Art activities - Tuesday, Thursday

20 minutes - Literature - Monday, Wednesday, Friday
Career Education, Social Studies (Self-Awareness) - Tuesday
Science - Thursday

10 minutes - Dismissal

THE EFFECTIVE KINDERGARTEN TEACHER

Believes that (s)he can make a difference.

Communicates to students that (s)he believes they can learn.

Clearly defines objectives and criterion to be accepted as evidence of attainment of the objectives.

Decides how to measure criterion of attainment.

Clearly defines the task to be done.

Must shift from the concrete to abstract and back and forth again when instructing.

Plans high engaged time on task (children are actually interacting with the ideas of it, etc.).

Gives clear reinforcement (builds on students ideas, etc.).

Measures and gives feedback of results to students.

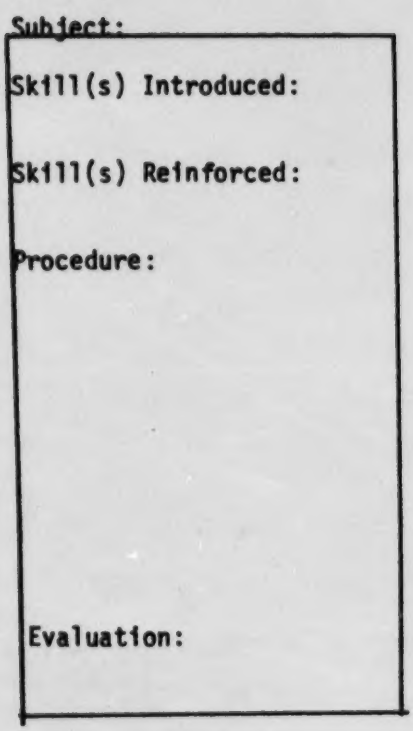
Gives corrective instruction (takes time so that students understand as much as possible before continuing on).

Asks the question "Did the learning take place?" If the answer is "no", plans accordingly.

The kindergarten teacher is a truly magnificent person who must keep eyes and ears tuned in to providing activities which promote the overall development of the "whole child". When Froebel said, "Come let us live with our children," his emphasis was on creating experiences that involve continuing supportive relationships, teacher to child, child to child, parents to child and parents to teacher.

In Detroit, kindergarten teachers demonstrate this sensitivitiy to task and highlight the most important result, the education of the "whole child." All children who begin kindergarten in the Detroit Public Schools will be receiving a well rounded total educational experience that enables them to feel strength in their individual abilities and allows them to move forward in achievement throughout school.

DAILY LESSON PLAN MODEL*
INDIVIDUAL SQUARE



QUESTIONS TO BE CONSIDERED WHEN WRITING A LESSON PLAN

Where are you in the course? (unit, lesson, page numbers)

What teaching/learning activities will be used?

What materials will be needed?

What skills, attitudes, vocabulary, knowledge will be taught?
(What are your students going to receive from the lesson?)

How are you going to teach the lesson? (motivation, methods, procedure)

How are you going to know if the students have learned?
(summary/evaluation - substantiate)

*Due to the nature of kindergarten activities, it is suggested that the dimensions of the space individually allocated for subjects taught may need to be modified to the above size. (2½ inches by 4 inches)

Early Childhood Education Bibliography

The following bibliography presents books and articles relevant to early childhood education. The bibliography should be regarded as a source of information for classroom teachers rather than as Departmental endorsement of the publications.

Banaet, Barbara, et. al., The Scrap Book. Perry Nursery School, Ann Arbor, 1972.

Banat, Eliasson, Rabinovitch, Redmond, Wakefield and Wright. The Scrap Book: A Collection of Activities for Preschoolers. Ann Arbor, Mich. Perry Nursery School, 1972.

Braun, Samuel J. and Edwards, Esther P. History and Theory of ECE. Charles A. Jones, 1972.

Brown, Mary and Precious, Norman. Integrated Day in the Primary School. Ballentine. 1972

Cahoon, Owen W. A Teacher's Guide to Cognitive Tasks for Preschool. Brigham Young University Press, 1974.

Chandler, Bessie E. Early Learning Experiences. Dansville, N.Y. Instructor, 1970.

Cherry, Clare. Creative Art for the Developing Child. Belmont, Calif. Lear Siegler/Fearon Publishers. 1972.

Cherry, Clare, Creative Movement for the Developing Child. Palo Alto, California. Fearon Publishers, 1968.

Clark, Carole E. Rhythmic Activities for the Classroom. Dansville, N.Y. Instructor Publishers.

Cohen, Dorothy H. The Learning Child. Random House, 1973.

Croft, Doreen H, and Hess, Robert D. An Activities Handbook for Teachers of Young Children (2nd edition). Boston. Houghton Mifflin. 1975.

Doraian and Gullarnd. Telling Stories Through Movement. Belmont, Calif. Fearon Pub. 1974.

Evans, Ellis D. Contemporary Influences in ECE. Holt, Rinehart and Winston, 1975 (2nd edition).

Gaston, Helen, and McKee, Judy, Kindergarten: Questions and Answers. Etobicoke Board of Education, Toronto, 1975.

Goodlad, John L. et. al., Early Schooling in the United States. McGraw Hill, 1973.

Hamlin, Jukerji, and Yonemura. Schools for Young Disadvantaged Children. Teachers College Press, 1967.

Hendrick, Joanne. The Whole Child: New Trends in Early Education. C.V. Mosby, 1975.

Hess. Robert D. and Croft, Doreen J. Teachers of Young Children (2nd Ed.) Houghton Mifflin, 1972.

Hertzberg, Alvin and Stone, Edward F. Schools are for Children. Schoken Books, 1971.

Hildebrand, Verna. Introduction to ECE (2nd Ed.) MacMillan, 1976.

Hildebrand, Verna. Guilding Young Children. MacMillan, 1975.

Hymes, James. Early Childhood Education: An Introduction to the Profession. (2nd Ed.) Nat'l Ass'n. for Ed. of Young Children, 1975.

Jones, Ruth Ed. For Speech Sake (revised edition) Belmont, Calif. Fearon Pub., 1973.

King, Edith, and Kerber, August. The Sociology of ECE. American Books, 1968.

Landreth, Catherine. Preschool Learning and Teaching. Harper and Row, 1972.

Leeper, Dales, Skoper, and Witherspoon. Good Schools for Young Children. (3rd edition). MacMillan, 1974.

Lorton, Marty B. Workjobs. Menlo Park, Calif. Addison-Wesley, 1972.

Lindberg, Lucille and Swedlo, Rita. Early Childhood Education: A Guide for Observation and Participation. Rockeigh, New Jersey. Allyn and Bacon, Inc., 1976.

McGuire, Mabelle B. Finger and Action Rhymes. Dansville, N.Y. Instructor, 1973.

McKee, Judy, Ed. D., Sources for Curriculum Guides for Early Childhood Education.

Morrison, George S. Early Childhood Education Today. Charles E. Merrill, 1976.

Murrow, Casey and Murrow, Liza. Children Come First. Harper and Row, 1971. (perennial = Lib.)

Nursery School Portfolio, Association for Child. Education Washington, D.C., 1975.

Pitcher, Evelyn Goodenough, Lasher, Feinburg, and Braun. Helping Young Children Learn (2nd edition) Columbus, Ohio, Charles Merrill, 1974.

Primary School Portfolio, Association for Childhood Education International Washington, D.C., 1968.

Read, Katherine Baker. Nursery School: A Human Relationships Laboratory (5th Ed.) Saunders Pub., 1971.

Ridgway, Loran and Lewiston, Irene. Family Grouping in the Primary School. Ballentine, 1973.

Rudolph, Marquerita. From Hand to Head. McGraw Hill, 1973.

Scott, Louise Bender. May, Marion F., and Shaw, Mildred S. Puppets for All Grades. Dansville, N.Y., Instructor 1972.

Seefeldt, Carol (ed.) Curriculum for Preschool-Primary Child. Charles E. Merrill, 1976.

Seva, Samuel G. Learning Through Discovery for Young Children. McGraw Hill, 1975.

Smith, Lee L. Jack Out of the Box: Practical Guide to the Open Classroom. Parker Publishing Co., 1974.

Spodek, Bernard. Teaching in the Early Years. Prentice-Hall, 1972.

Taetzsch, Sandra and Taetzsch, Lynn. Preschool Games and Activities. Belmont, California, Fearon Publishers, 1974($4.)

Taylor, Barbara J. A Child Goes Forth. Brigham Young Univ. Press, 1970.

Taylor, Joy. Organizing the Open Classroom. Schocken, 1971.

Taylor, Barbara J. When I Do, I Learn. Brigham Young Univ. Press, 1974.

Walton, Joanne. Logical-Mathematical Thinking and the Preschool Classroom. Head Start Regional Resource and Training Center, College Park, MD (75¢)

Ward, Evangeline H. ECE: Approaches, Materials, Equipment. Owen Pub. 1968.

Weber, Evelyn. The Kindergarten. Teacher College Press. 1969.

Wedemeyr, Avaril, and Cejka, Joyce. Learning Games for Exceptional children. Denver, Colorado. Love Publishing Company, 1971. ($5.)

Booklets from Educational Service, Stevensville, Michigan: SPICE (Language Arts), PLUS (Mathematics), RESUE (Remedial Reading), LAUNCH (Preschool-2nd grade)

Reading Aids Through the Grades
Listening Aids Through the Grades
Writing Aids Through the Grades